

for room, comfort, and riches. They came to this country to struggle upwards, and the effort was intense in proportion to the prospects of success which usually attended it. Thus, they would perceive that the great thought of a new country was business. If this was so with the older members of the community, it came to be so with the young. Even the talk of the drawing room smacked of trade. It was the language of the masses, and even if there was a portion who did not use it, still they were too few in number to make others feel that there was any necessity for laying it aside. In older countries there was a class exempted from toil by their wealth, and the leisure they had for acquiring knowledge began with their life, and was never interrupted; and as might be looked for, they were the educated class, being tutored in infancy in schools and colleges where many generations had cultivated letters. By this means was preserved a proper standard of what man intellectually should be. Under such circumstances, students felt that intellectual distinction was hard to win in a new country, and that it required no common effort to lift them into notice, and that to be known they must know. (Applause.) The Rev. gentleman then went on to say that, compared with Great Britain in literary culture the standard in Canada was low. It was not a reading country, unless they included newspapers, and it could not be called a literary country in the European or New England sense of the word, and he considered that ere a country could merit this title, its educational standard must have a length, breadth, and depth only attainable where there was a class early and continuously trained, and habitually exempt from manual and commercial cares. (Applause.) In Canada the want of literary taste and culture among the older members of the community, he said, had an evil influence on the young. They living amid such sterility were apt to become themselves sterile. They went from schools to colleges and to universities, and although they had all the advantages which they possessed and were instructed on the most proper subjects, still the same decaying wilderness remained at home. In such a case as the student knew he could enter into society without devoting too much time to any subject, it had the tendency to make him care little for thoroughness. He who so studied, he (Mr. Geikie) would tell them, was no proper student. He might by fagging come to know something of law or medicine; but, however much he might know of one science, this knowledge alone could not allow him to lay claim to the title of an educated man. (Applause.) A "Doctor" was not a surgeon or an accoucheur only, he ought also to be fitted to teach the science of medicine. And to do this in a proper manner, he ought to be a Latin, a Greek, a French, and a German scholar, so that the many treasures which had been written in these languages should not remain a hieroglyph, and even a quotation or a word be incomprehensible to him. As all sciences were correlative, no student could be truly master of one who did not know something, at least, of the others. He ought not to neglect English literature. It was all before him, and was a window for his use—its brilliancies for his pleasure. The world contained no grander literature, and no higher earthly privilege could be conferred on a British subject than to be led by genial guidance through the priceless treasures his own tongue contained. (Applause.) The lecturer said he sincerely trusted that those in Canada would not fall behind, and although they had their peculiar difficulties, still it was only by such studies that a professional man was mentally developed and perfected. The students had advantages which, if duly improved, would fit them for the discharge of their onerous and honourable duties. And his advice to them was to be determined that they would be cultivated men as well as skilful physicians. (Applause.)

#### 7. JOSEPH WORKMAN. ESQ., M.D.

##### THE CHARACTERISTICS OF A TRUE STUDENT—PROFESSIONAL DUTIES.

Dr. Workman delivered the inaugural address of the Toronto School of medicine at the hall on Richmond St. on the 5th inst. After a few preliminary remarks he stated that in the efficient progress of all educational studies much depends on the capabilities, zeal, and industry of the teachers; but their efforts can effect but little, unless responded to by the manifestations of similar virtues on the part of their pupils. The great seats of learning in the old world have attained to their distinction through the celebrity of their pupils, and with justice point to these as the best proofs of their own public merit. Any school may send forth great men provided it is furnished with the requisite material from which to forge them; but no matter how clever the teacher, he cannot furnish the pupil with brains. But does not Canada furnish good material? He believed no country furnished better stock than the growth of Canada. The men who have laid the foundation of the Canadian nation (for such we are destined to become) were great men—they were clear-headed and strong-handed men; and such will be their sons. Work or starve is the iron rule of this western world. It is the original law of humanity; it is man's greatest—nay his only real blessing.

Students of medicine in the present day have heavy work to go through with. The field of labor is ever widening and extending. But too much of our teaching is of a negative character and few men will devote more than three years to the acquiring of professional knowledge. Be careful to make the best of that time. In order to do so begin at the right end. Do not waste your time in the first year, consoling yourselves that you will make it up in the second. Idleness in the study of medicine is a deep criminality. You are preparing yourselves for the most responsible duties that can devolve upon man—to take in charge the health and lives of thousands of your fellow-beings—who are to receive at your hands blessings, or to suffer destruction. Students often undervalue their present opportunities, promising to themselves better advantages at a future day, in more celebrated schools. It is altogether a false idea. The idler in Canada will be an idler abroad. He may enrol his name in the most celebrated school in Europe, but he will continue as he began. It is desirable that Canadian students should visit these foreign schools of medicine; and our country has already sent many young men to Europe, who have earned for Canada a reputation which is not second to that of any land. But the advantages in Canada are much higher than is commonly supposed. Small schools are better than large ones; the closer a student is brought to the teacher the better, and the surer the progress made. Large hospitals are not better than small ones for the study of medicine, excepting in the variety and number of diseases which they present. They cannot compensate for the impracticability of those personal observations. One case well noted is better than a hundred imperfectly observed. A proper arrangement of your studies is a matter of much importance. The old adage of "too many irons in the fire" is true in the study of medicine. He who undertakes a great many things at once never succeeds. Observe a strict system of order, and permit no trivial occurrence to break in upon your arrangements. Is it necessary that I should admonish you against over study? He who trifles with his youthful vigor, in this or any other form of intemperance, will find that nature is a correct book-keeper, and that she calls on us, sooner or later for a settlement. It is said that six hours of brain work a day is as much as any strong man can bear. If he exceeds that he must break down. Cultivate the social tendencies, and seek that society which will at once cheer and improve your minds. Have a purpose in view. Do we not all work most energetically and most successfully when we have some high purpose in view? (Applause.)

In regard to your future professional position, he said, the post which you will occupy will be one of high importance. There is no dignity in medicine apart from the faithful, skilful, and honorable practice of the art. The first qualification for a physician is that of being a true gentleman, which is equivalent to being a true Christian. No man, thoroughly educated in its various branches, can be an unbeliever in the truths of religion. The medical practitioner stands most in need of the support and consolations of religion. His association is with misery, pain and death. It is his privilege to whisper words of hope to the mourner, or of hope to the departing. The lecturer then eloquently spoke of the structure of the human body, of the physical and mental powers man is capable of exerting, and the wondrous manifestations of the intellect and imagination; how the mind in search of truth unfolds the elemental relations of natural things and subsidizes their powers to her service—how the imagination in her ambitious flight holds converse with celestial spirits, whose theme is the great first cause of all; of man's divinity and his immortal heirship. He concluded his interesting lecture by a few remarks on a new branch of medical science, the importance of which in the preservation of life was every day becoming more apparent. He referred to sanitary reform and proper ventilation. He contrasted England with Canada, and drew a vivid yet truthful picture of the filthy state of the streets and back yards in the cities of this country. He was glad to find that this important subject was now an object of study by many eminent men, yet he feared little would be done in the matter unless the medical men of this country made themselves heard on the fatal consequences arising from such neglect of sanitary principles. In conclusion, he trusted the young men before him would go to work like men resolved to leave their mark in the world. You must now begin, he said, to carve your own epitaph. Let your monuments be erected before death—not of marble or brass. Let rescued men, women and children, snatched by your skill and solicitude from impending dissolution—let these be your truthful, breathing statues, and in future years you will be able to look back on a life well spent, and look forward to a holier and better yet to come! (Loud applause.)

#### MINOR MORALS.

Cleanliness of person, decency of conduct, and propriety of manners are as essential to the comfort and happiness of the social state as a cultivated intellect and a well-ordered store of practical